



# School Comprehensive Education Plan

## 2024-2025

District	School Name	Grades Served
Mt. Vernon	Nelson Mandela/Dr. Hosea Zollicoffer	Pre-K-8

**Collaboratively Developed By:**

**The Nelson Mandela/ Dr. Hosea Zollicoffer SCEP Development Team**

**Barbara Abbey**

**Nicole Ambrosio**

**Michele Battista**

**Jelena Chiltern**

**Jonathan Bagwell**

**Laurie Tucci**

**Melissa Betances**

**Betsey Dorreliand**

**Sakai Brown**

*And in partnership with the staff, students, and families of Nelson Mandela/Dr. Hosea Zollicoffer.*

## Guidance for Teams

### Template

Any part of the plan can be collapsed or expanded by clicking on the triangle next to the blue headings. You can also move through the sections of the plan by accessing the Navigation Pane in Microsoft Word.

### Commitments and Strategies

After completing the Student Interviews, discussing the Equity Self-Reflection, and reviewing recent data, including survey data, school teams should discuss what was learned and review the document “[How Learning Happens](#),” particularly page 3. Then the team should ask, “**What should we prioritize to support our students and work toward the school we wish to be?**”

The team should take the answers to this question and identify 2 to 4 commitments for the 2024-2025 school year. For each commitment, the team will identify strategies that will advance these commitments.

School teams have a lot of flexibility when selecting the commitments that are identified. There is no requirement that commitments must align with specific subject areas, as was required in the past. Any of the full statements that appear on page 3 of the [How Learning Happens](#) framework, such as “*Every child can see themselves reflected in teachers, leaders, curriculum, and learning materials*” could serve as a commitment. To be meaningful, it is important that the commitments be informed by the Student Interviews, Equity Self-Reflection, and review of recent data, and the commitments should connect to the school’s values and aspirations.

After school teams identify their commitments, they should consider strategies that will allow the school to advance that commitment. School teams will need to identify how they will gauge success with this strategy, what the strategy entails, and any resources that are necessary to implement that strategy.

### Resources for the Team

NYSED Improvement Planning website: <http://www.nysed.gov/accountability/improvement-planning>

- [Using Your SCEP to Pursue Your School’s Aspirations and Values \(video tutorial\)](#)
- [Requirements for Meaningful Stakeholder Participation SCEP](#)
- [Guidance on Interviewing Students in Advance of Developing the SCEP](#)
- [Equity Self-Reflection for Identified Schools](#)
- [How Learning Happens](#)
- [Writing Your SCEP](#)
- [Developing Your SCEP -- Month by Month](#)
- [Staying Connected with the School Community Throughout the Development of the SCEP](#)
- [Sample SCEP: Cohesive, Relevant Curriculum](#)
- [Sample SCEP: Deepening Connections](#)
- [Sample SCEP: Graduation and Success Beyond HS](#)
- [Sample SCEP: Graduation through Relationships](#)

## COMMITMENT I

### Our Commitment

<b>What is one commitment we will promote for 2024-2025</b>	NMHZ’s mission is to establish a strong cohesive bond between the school and home communities to meet academic and social-emotional needs.
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"><li>• <i>How does this commitment fit into the school’s vision?</i></li><li>• <i>Why did this emerge as something to commit to?</i></li><li>• <i>In what ways is this commitment influenced by the “How Learning Happens” document? The Equity Self-Reflection? Student Interviews?</i></li><li>• <i>What makes this the right commitment to pursue?</i></li><li>• <i>How does this fit into other commitments and the school’s long-term plans?</i></li></ul>	<ul style="list-style-type: none"><li>• To increase overall achievement, students, teachers, and parents will collaborate on an on-going basis.</li><li>• Increasing the frequency of communication will build a rapport between home and school which will result in improved attendance.</li><li>• As a commitment to proactively serve students and families, increased and open communication between teachers and parents can troubleshoot problems early and provide the necessary interventions.</li></ul>

## Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?
<b>School Newsletter (Translated into Spanish and Portuguese)</b>	Newsletters will be created by the administration/staff to keep parents and families informed of all academic and social-emotional activities taking place. Newsletters will be distributed using multiple modalities: School website, Email, Pre-K-8 Alert, Parent Group on Schoology, District Blackboard, Parent Information Board (cafeteria), flyers.	An increase in the level of participation by parents and students.  Parent and student surveys	Technology
<b>Parent Workshops/Saturday Workshops</b>	School Psychologist, Social Worker, Guidance Counselor, and teachers will provide workshops to help students and families organize information for greater accountability of students' individual performance. (Grade level workshops)	An increase in the level of participation by parents and students.	School building, schedule and budget
<b>Meet &amp; Greet Night</b>	Teachers will present their class expectations, curriculum and modes of communication.  Teachers will intentionally reach out to parents who were unable to make it.	Increase in attendance and parent involvement	School building & technology
<b>Literacy &amp; Math Nights</b>	Teachers will interact in small groups with parents and students to model math and ELA strategies that can be replicated at	High attendance at these events	School building, Title 1 Budget, schedule,

Commitment 1

	home. Parent Liaisons will organize and facilitate these nights.		
<b>Back to School Scholastic Book Fair</b>	Reading Specialists and Parent Liaison will closely work together with parents to host a successful Book Fair to help build the gap between home and school. This event will enrich our school and classroom libraries.	Number of participants at event	Media center, volunteers
<b>Multicultural Day</b>	School based event that welcomes families to celebrate their heritage, culture, history, cuisine, and customs.	High attendance at these events	Outdoors, budget
<b>Field Day</b>	In collaboration with the PE teacher and the PTSA, faculty and school staff, families are encouraged to participate in physical activities to promote health and bonding with staff	High attendance at these events	Outdoors, budget, parent volunteers
<b>Safety Fair</b>	Community outreach with PTSA invites community workers to teach students the importance of health and safety.	An increase in the level of participation by school staff, parents and students.	Outdoors, budget, volunteers
<b>Winter Concert/ Spring Concert</b>	In collaboration with the music teacher parents are welcome to enjoy two concerts.	High attendance at these events	Gymnasium/Outdoor
<b>Awards Assemblies</b>	Grades 3–8 partake in award assemblies to celebrate students’ academic achievements. It takes place each marking period and parents are invited to attend.	Increase in the number of students making Honor Roll.  Increase in parents attending the assemblies.	Gymnasium, budget
<b>PTSA Meetings</b>	These meetings take place monthly to promote activities, raise awareness about special school events, to fundraise and	Increase in the number of PSTA members.	Media Center

Commitment 1

	keep parents updated on important events.		
<b>Parent Involvement Day</b>	Districtwide initiative encouraging parents to spend a day in the school participating in classroom visits and workshops geared toward different academic skills.	Increase in families	Classrooms, media center, budget
<b>Family Game Night</b>	In collaboration with PTSA a game night will be held twice during the school year with different age-appropriate board games, floor games etc.	Increase parent and child collaboration	Gymnasium/cafeteria budget

j

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	Do you feel your parents were more engaged with your schoolwork and school activities?	80%
<b>Staff Survey</b>	Do you feel that your students’ families were more communicative and involved in their child’s school work and school activities?	80%
<b>Family Survey</b>	Do you feel that the school communicated well with your family?	80%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2024-25 school year.

- Parent surveys administered twice a year
- We hope to see improved attendance and engagement with school activities.



## COMMITMENT 2

### Our Commitment

<p><b>What is one commitment we will promote for 2024-2025?</b></p>	<p>NMHZ commits to effectively implementing relevant and cohesive, literacy-based and math curricula with a focus on increasing foundational skills in the primary grades to create life-long critical thinkers.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>Literacy skills allow students to seek out information, explore subjects in-depth and gain a deeper understanding of the world around them. At Nelson Mandela/Dr. Hosea Zollicoffer it is our mission and commitment to produce lifelong learners that are college bound, career ready, and can compete in a global society. Achievement today for an exceptional tomorrow. We believe our young scholars need literacy to engage with the written word in everyday life. Being able to read and write means being able to keep up with current events, communicate effectively, and understand the issues that are shaping our world. It is equally important for our school to be aware of our diverse student body and implement a culturally relevant curriculum that reflects our population.</p> <p>Nelson Mandela Dr. Hosea/Zollicoffer School will continue to implement with fidelity the Wilson's Foundations Program in grades K-3. Wilson's Foundations is a Tier 1 and Tier 2 multisensory structured language program which systematically and explicitly teaches students the necessary foundational skills in order to become proficient readers, spellers, and writers. Foundations focuses on phonemic awareness, phonics, high frequency words, fluency, vocabulary, comprehension strategies, handwriting and spelling. Foundations serves as a prevention program to help reduce reading and spelling failure. It is integral to Response to Intervention (RTI). Our current DIBELS and I-Ready data show a great need for phonemic awareness, phonics, decoding, and vocabulary in grades K-3. Tier 3 students in grades K-3 will receive a "double dose" of Foundations to help bridge the gap and provide them with the necessary interventions needed to decode and encode words.</p> <p>Along with Foundations, K-6 teachers will continue to implement the Scholastic Literacy comprehensive K-6 program with fidelity. This program offers whole-class, small-group, and independent learning instruction with authentic and culturally relevant literature, integrated writing, and digital resources.</p>

## Commitment 2

	<p>In Math, teachers will continue with the newly implemented i-Ready classroom program. Students will continue to bridge the gap by focusing on foundational skills and expanding their understanding of how math is implemented in the everyday world. The program contains math games and enrichment activities to engage all learners. Pre-requisite lessons are also used to prepare students for each unit. These lessons allow teachers to gage an understanding of student levels and how to meet their students' needs. There are also classroom kits that contain manipulatives for in-class and at home learning. These games are engaging and teach students how to think critically.</p> <p>Students will also use the i-Ready math program for individualized instruction for RTI (Response to Intervention) as a preventative for Tier 2, and Tier 3 students. The Tier 1 students can use i-ready as an enrichment because of its adaptiveness to the individualized student. i-Ready instruction for RTI helps by monitoring exactly where the students' needs are. Teachers can use this data to create and monitor their successes and areas to reteach.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Systematic implementation of the multi-sensory Wilson’s Foundations program in grades K-3</b></p>	<p>NMHZ school will implement the Wilson’s Foundations program in grades K-3. Teachers will provide students with direct instruction using multi-sensory approaches. These lessons will occur daily using a systematic approach to guarantee students learn the foundational skills needed to become successful readers.</p> <p>These lessons will be taught whole group to Tier 1 and Tier 2 students. Tier 3 students will receive a “double dose” provided by their teacher or reading specialist. To support the implementation of the RTI framework, progress monitoring is built into the program. This allows students requiring support or intervention to be identified early on before undergoing years of struggle.</p>	<p>Progress monitoring will occur frequently to identify students who are not grasping skills taught. Those who struggle will receive intervention from a classroom teacher and/or reading specialist.</p> <p>Foundations unit assessments-program requires 80% mastery.</p> <p>BOY, MOY, and EOY of DIBELS and I-Ready. PLC meetings will be used to discuss data to drive instruction.</p>	<p>PD Budget for ongoing Foundations trainings</p> <p>Foundations Kits for all K-3 classrooms and interventionists. These kits include: letter-sound cards, anchor charts, systematic lesson, etc.</p> <p>Each student in grades K-3 will receive the necessary toolkits to conduct the multisensory activities: wipe off boards, magnetic letters, Foundations lined paper, etc.</p>

Commitment 2

<p><b>The implementation of culturally responsive literacy program</b></p>	<p>Mandela will continue to implement the Scholastic reading &amp; writing program by enhancing the reading portion through culturally responsive teaching. Teachers engage students in culturally relevant and diverse topics to deepen critical thinking skills and build background knowledge. Teachers will selectively choose texts that promote cultural awareness and understanding. Mandela team will commit to implementing the Scholastic book club and thus provide students with a variety of reading experiences. Students will have an opportunity to choose topics of their own interest, improve their reading stamina, write about reading, and engage in small group discussion.</p> <p>Differentiated, guided reading, small group instruction will be monitored and improved by frequent PD opportunities delivered by the Scholastic coaches based on individual teacher’s needs. Teachers will continue to have support from the district, PD committee, reading specialists, ENL and resource room teachers for guidance on how to choose culturally diverse texts, improve reading instruction and thus align it to one of our building's annual goals.</p>	<p>At the beginning of the year data will be collected and shared during the PLC meetings to drive the reading instruction.</p> <p>IReady and DIBLES, middle of the year and end of the year reading data and monthly reading assessments will enable us to differentiate instruction.</p> <p>Daily conferring with teachers and students will be used to monitor student’s growth and/or needs.</p> <p>State Assessment</p>	<p>All instructional staff</p> <p>Scheduling committee</p> <p>Specifically assigned classrooms for RTI teams, PLC meetings and PD opportunities</p> <p>PD budget for continued Scholastic Literacy coaching</p> <p>PD budget for ENL instructional staff on culturally responsive teaching.</p>
<p><b>Systematic implementation of the</b></p>	<p>Mandela will enhance the writing portion of the Scholastic reading &amp; writing program by continuing to improve the balanced literacy</p>	<p>Daily quick writes as suggested by the Scholastic writing component</p>	<p>All instructional staff</p> <p>Scheduling committee</p>

Commitment 2

<p><b>Scholastic writing program</b></p>	<p>framework as a nonnegotiable component of our writing block.          Monthly curriculum meetings and in-house PD hours will continue to be used to refine this goal. During these monthly meetings different components of process writing will be discussed and modeled. Reoccurring professional development will be offered to illustrate best instructional practices.          Teachers will participate in small group hands-on activities focusing on specific aspects of the writing process. Teachers will continue to have support from the district, PD committee, reading specialists, ENL and resource room teachers for guidance on how to improve their writing instruction.</p>	<p>Daily exit tickets           Scholastic end of the unit writing pieces with attached rubrics.           Peer editing           Student writing samples analyzed during the PLCs           State Assessment</p>	<p>Specifically assigned classrooms for RTI teams, PLC meetings and PD opportunities           PD budget for Scholastic</p>
<p><b>Math</b></p>	<p>Our school will continue to use the i-Ready Classroom math program and the online component for RTI. Frequent classroom walkthroughs by the administration will be used as a tool to share best instructional practices among the instructional staff. Math RTI sessions will be dedicated to math intervention strategies. Teachers and specialists will have an opportunity to partake in grade level team planning meetings to gain a deeper insight into individual student needs. In addition, all instructional staff will be provided with specific math P.D. workshops to help teachers gain a better understanding of all the components of the newly implemented program.</p>	<p>Exit tickets           Data tracker           Weekly and End of unit assessments           State assessment</p>	<p><b>Budget for Math supplies and enrichment</b></p>
<p><b>MTSS (RTI) Initiative</b></p>	<p>The administrators and staff will continue to implement and support the district wide RTI initiative. The MTSS team will meet weekly to</p>	<p>I-Ready           DIBLES</p>	<p>District provided PD for MTSS framework and expectations.</p>

Commitment 2

	<p>provide more time for student cases to be discussed and to increase parent involvement. The focus will be on bridging the gap between the formal MTSS meetings and CSE expectations with the aim of refining the quality of gathered data. Two administrators, MTSS chair, speech pathologist and the social worker will be meeting monthly to discuss the challenges and offer solutions. The team will continue to meet in 2024/25 school year with a more refined agenda and actionable steps. All students will continue to engage in both ELA and Math RTI blocks and will have access to elevated levels of quality intervention strategies provided by various staff members. Differentiated instruction will be evident during the RTI periods. Small group instruction will be data driven and frequent progress monitoring will allow for precise data interpretation. The school will offer various PD workshops aligned with the professional assessment needs throughout the year to enhance RTI instruction quality.</p>	<p>Teachers' daily informal observations and conferences.</p> <p>Progress monitoring of students.</p>	<p>Teacher resources for effective strategies to use with Tier 2 and Tier 3 students.</p> <p>Staff training for MTSS framework and necessary paperwork needed to monitor students effectively.</p>
<p><b>Grade level PLC</b></p>	<p>PLC teams will utilize time effectively by offering weekly team planning time, providing meeting agendas, and establishing specific meeting goals. PLC's goal should be reached by the end of the meeting, and a new agenda should be proposed for the next PLC meeting. PLC members should analyze and discuss student work samples, review, and analyze student data, plan the instruction, and identify and target interventions. Additionally, specific time slots should be dedicated to child study and drive</p>	<p>State assessments</p> <p>Monthly, end of the unit formative and summative assessments</p> <p>i-Ready data,</p> <p>DIBELS,</p> <p>Local assessments</p>	<p>Specifically assigned classrooms for PLC meetings and PD opportunities</p>

Commitment 2

	<p>discussion based on individual student's data and needs. PLC teams will meet continuously to discuss and monitor the use of student data to drive instruction and student achievement. Research-based intervention and instructional programs aligned with The Next Generation Standards and Common Core Standards will facilitate higher-level thinking skills. To monitor student academic growth, administration and teachers will frequently use appropriate state assessments, monthly, end of the unit formative and summative assessments, as well as I-Ready data, DIBELS, and local assessments to drive the instruction and planning.</p>		
--	--	--	--

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>	<ol style="list-style-type: none"> <li>1) I come to school prepared and ready to learn.</li> <li>2) I feel supported when I need extra help during small group instruction.</li> <li>3) The activities in both ELA and Math are engaging.</li> </ol>	80%
<b>Staff Survey</b>	<ol style="list-style-type: none"> <li>1) I cultivate a culture of mutual support and understanding in my classroom.</li> <li>2) The curriculum is preparing my students for college and career readiness.</li> <li>3) I am supported by my administrator and the district with high quality ongoing professional development.</li> </ol>	90%
<b>Family Survey</b>	<ol style="list-style-type: none"> <li>1) My child receives necessary support to engage in academic activities.</li> <li>2) I can communicate my child’s academic and social-emotional needs with my child’s teacher.</li> <li>3) I take part in my child’s education daily by making sure their homework is completed and he/she is ready for each school day.</li> </ol>	80%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2024-25 school year.



## Commitment 2

Increase diverse book selection to mirror student body.

I-ready Math assessment scores will increase by 10%.

I-ready ELA assessment scores will increase by 10%.

State assessments will reflect an over-all increase in Math and ELA performance.

DIBELS assessment scores will increase by 10%

Scholastic Guided Reading Assessments will show students growth at least 2-3 levels.

## COMMITMENT 3

*This section can be deleted if the school does not have a third commitment.*

### Our Commitment

<p><b>What is one commitment we will promote for 2024-25?</b></p>	<p>It is our goal at NMHZ to integrate purposeful instruction of social emotional learning (SEL) that focuses on students' knowledge, understanding and ability to care for themselves and others.</p>
<p><b>Why are we making this commitment?</b>  <i>Things to potentially take into consideration when crafting this response:</i></p> <ul style="list-style-type: none"> <li>• <i>How does this commitment fit into the school's vision?</i></li> <li>• <i>Why did this emerge as something to commit to?</i></li> <li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li> <li>• <i>What makes this the right commitment to pursue?</i></li> <li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li> </ul>	<p>The Nelson Mandela/Dr. Hosea Zollicoffer School (NMHZ) is committed to producing emotionally responsible citizens that are self-aware, self-reflective and capable of self-regulation. These students are college bound and career ready. NMHZ provides an inspiring environment which fosters a love of learning and has meaningful interactions with the community to develop each student's potential and self-esteem. Our mission is to provide each student with a quality education in safe and supportive surroundings. Promoting our mission, in accordance with a SEL structured focus, is important now more than ever because it helps our young scholars heal and grow in their mental wellness. Based on student interviews and the school's social emotional climate, students want to get back on track with their studies and interact with their peers.</p>

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
<p>What strategies will we pursue as part of this commitment?</p>	<p>What does this strategy entail?</p>	<p>How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.</p>	<p>What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?</p>
<p><b>Monthly theme</b></p>	<p>Monthly theme will be announced and will be addressed throughout the month; Themes- responsible, Integrity, safety, exceptional, honesty, respectful, cooperation, service, effort, accountable</p>	<p>Assemblies and a rewards system to monitor behavior</p> <p>Identify and Mentor students who are in need</p> <p>Student of the month/class based on the theme</p>	<p>Research, certificates, PBIS tickets</p>
<p><b>Dedicated time to address SEL implemented into the schedule</b></p>	<p>Scheduling time for staff to address SEL 5 SEL competencies to address- CASEL framework</p> <ul style="list-style-type: none"> <li>-self-awareness</li> <li>-self-management</li> <li>-responsible decision making</li> <li>-relationship skills</li> <li>-social awareness</li> </ul> <p>Schedule NPFH assemblies and activities to address:</p> <ul style="list-style-type: none"> <li>Bias</li> <li>Bullying</li> <li>Inclusion</li> <li>Allyship</li> </ul>	<p>Implementation of PBIS (proactive instead of reactive, and reinforcing positive behavior</p> <p>Use of PBIS strategies in the classroom by all teaching staff</p> <p>Character trait of the month (relates to SEL competencies)</p> <p>Teachers teach character trait lessons/activity once per week in the morning</p>	<p>Time available</p> <p>Curriculum</p> <p>Administrative support</p> <p>PBIS Team monthly meetings to foster the implementation of PBIS at school along with administration</p> <p>PBIS training for staff conducted by PBIS Team</p>

Commitment 3

		<p>such as during breakfast or designated meeting time</p> <p>Students using strategies to self-monitor, mediate, or conflict resolution taught by teaching staff, School Counselor and other support staff</p> <p>PBIS Referral process adhered to by all staff:          Minor Referral Discipline form, Major Referral Discipline form;          Cafeteria/Recess Discipline Referral form - Review Data at the end of each MP to monitor areas in need of improvement</p> <p>Suspensions monitored</p>	
<b>Support staff push in</b>	Scheduling, enlisting the help of support staff, incorporating PBIS committee	Referrals monitored	Enlisting help of support staff
<b>Assemblies/guest speakers</b>	Schedule and incorporate SEL assemblies (virtual, in person, etc...)	Surveys	Funds, volunteer work

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response (e.g. % agree or strongly agree)
<b>Student Survey</b>	1) I can regulate my emotions in difficult situations. 2) I know strategies to make appropriate decisions. 3) I have positive relationships with my peers. 4) I have positive relationships with my family members.	80%
<b>Staff Survey</b>	1) What SEL “themes” do you feel are most important to address? 2) There is enough time being spent on addressing SEL. 3) What supports would you feel to be most beneficial in reinforcing SEL?	80%
<b>Family Survey</b>	1) My child can regulate their emotions in difficult situations. 2) My child knows strategies to make appropriate decisions. 3) My child has positive relationships with peers. 4) My child has positive relationships with family members.	80%

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2024-2025 school year.

- suspension monitoring
- referral monitoring
- BIP/FBA monitoring
- survey results

## COMMITMENT 4

*This section can be deleted if the school does not have a fourth commitment.*

### Our Commitment

<b>What is one commitment we will promote for 2023-24?</b>	
<b>Why are we making this commitment?</b> <i>Things to potentially take into consideration when crafting this response:</i> <ul style="list-style-type: none"><li>• <i>How does this commitment fit into the school's vision?</i></li><li>• <i>Why did this emerge as something to commit to?</i></li><li>• <i>In what ways is this commitment influenced by the "How Learning Happens" document? The Equity Self-Reflection? Student Interviews?</i></li><li>• <i>What makes this the right commitment to pursue?</i></li><li>• <i>How does this fit into other commitments and the school's long-term plans?</i></li></ul>	

Key Strategies and Resources

STRATEGY	METHODS	GAUGING SUCCESS	RESOURCES
What strategies will we pursue as part of this commitment?	What does this strategy entail?	How will we know if this strategy is making a difference? Include points that will occur during the year that will be helpful in gauging success.	What resources (Schedule, Space, Money, Processes, Individuals) are necessary to support these strategies?

## End-of-the-Year Desired Outcomes

School teams are invited to consider if the belief statements shared below connect to this commitment. Since each commitment is unique, school teams should decide how progress about this commitment might be noted. If the team’s answer to a “we believe” prompt is no, that section should be left blank.

We believe these survey responses will give us good feedback about our progress with this commitment:

	Survey Question(s) or Statement(s)	Desired response <i>(e.g. % agree or strongly agree)</i>
<b>Student Survey</b>		
<b>Staff Survey</b>		
<b>Family Survey</b>		

We believe having the following occur will give us good feedback about our progress with this commitment:

Quantitative data and/or qualitative descriptions of where we strive to be at the end of the 2023-2024 school year.



## Evidence-Based Intervention

All CSI and TSI schools must implement at least one evidence-based intervention as part of its SCEP. The intervention identified must meet the criteria of a Tier 1, Tier 2, or Tier 3 evidence-based intervention under ESSA. More information can be found at:

<http://www.nysed.gov/accountability/evidence-based-interventions>

Schools may choose **one of three options** for identifying their evidence-based intervention:

**Option 1:** Selecting a strategy from the **State-Supported Evidence Based Strategies** located at: <http://www.nysed.gov/accountability/state-supported-evidence-based-strategies>

**Option 2:** Selecting an evidence-based intervention **identified in one of three clearinghouses**: What Works Clearinghouse, Social Programs That Work, or Blueprints for Healthy Youth Development

**Option 3:** Reviewing research to identify its own evidence-based intervention that meets the criteria for ESSA evidence-based intervention Tier 1, Tier 2, or Tier 3 found at: <http://www.nysed.gov/accountability/evidence-based-interventions>

**Directions:** Place an "X" in the box next to the path the school has chosen for identifying its evidence-based intervention and follow the corresponding directions for that path.

**State-Supported Evidence Based Strategy**

If "X" is marked above, provide responses to the prompts below to identify the strategy and the commitment(s) it will support:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

Evidence-Based Intervention

Clearinghouse-Identified

If “X” is marked above, provide responses to the prompts below to identify the strategy, the commitment(s) it will support, the Clearinghouse that supports this as an evidence-based intervention, and the rating that Clearinghouse gave that intervention:

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	

Clearinghouse used and corresponding rating

- What Works Clearinghouse**
  - Rating: Meets WWC Standards Without Reservations
  - Rating: Meets WWC Standards With Reservations
- Social Programs That Work**
  - Rating: Top Tier
  - Rating: Near Top Tier
- Blueprints for Healthy Youth Development**
  - Rating: Model Plus
  - Rating: Model
  - Rating: Promising

School-Identified

If “X” is marked above, complete the prompts below to identify the strategy, the commitment(s) it will support, and the research that supports this as an evidence-based intervention.

<b>Evidence-Based Intervention Strategy Identified</b>	
<b>We envision that this Evidence-Based Intervention will support the following commitment(s) as follows</b>	
<b>Link to research study that supports this as an evidence-based intervention (the study must include a description of the research methodology)</b>	

## Our Team's Process

### Background

NYSED requires that the SCEP is developed in consultation with parents and school staff, and in accordance with §100.11 of Commissioner's Regulations. All schools are expected to follow the guidelines outlined in the document "Requirements for Meaningful Stakeholder Participation" found at: <http://www.nysed.gov/common/nysed/files/programs/accountability/scep-requirements-stakeholder-participation.pdf> This section outlines how we worked together to develop our plan.

### Team Members

Use the space below to identify the members of the SCEP team and their role (e.g. teacher, assistant principal, parent).

Name	Role
Barbara Abbey	Principal
Michele Battista	Teacher
Jelena Chiltern	ENL Teacher
Laurie Tucci	Reading Specialist
Melissa Betances	SPED Teacher
Jon Bagwell	School Counselor
Betsey Dorreliand	Teacher Assistant
Sakai Brown	Parent
Nicole Ambrosio	Teacher

## Our Team's Steps

Our plan is the result of collaborating to complete several distinct steps:

1. Interviewing Students
2. Completing the Equity Self-Reflection for Identified Schools
3. Reviewing Multiple Sources of Data and Feedback
4. Clarifying Priorities and Considering How They Connect to School Values
5. Writing the Plan
6. Completing the "Leveraging Resources" document

## Meeting Dates

We completed the steps above across multiple meetings. Below is a list of dates we met as a team and what occurred during those meetings.

Meeting Date	Interviewing Students	Completing the Equity Self-Reflection for Identified Schools	Reviewing Multiple Sources of Data and Feedback	Clarifying Priorities and Considering How They Connect to School Values	Writing the Plan	Completing the "Leveraging Resources" document
<i>Example: 4/6/21</i>			x	x		
6/17/24		X				
6/11/24			X	X		
6/13/24					X	
<b>6/17/24</b>					X	
<b>6/20/24</b>			X		X	

## Learning As A Team

### Directions

After completing the previous sections, the team should complete the reflective prompts below.

### Student Interviews

#### **Describe how the Student Interview process informed the team's plan**

Conducting the student interviews was extremely helpful and insightful. The majority of students mentioned that some of their favorite days at school was the Multicultural event and the Safety Fair. They felt proud sharing information about their countries and trying different foods. Our plan is reflective of the strong need to include parents and establish a strong cohesive bond between the school and home communities.

### Equity Self-Reflection

#### **Describe how the Equity Self-Reflection informed the team's plan**

## Submission Assurances, Instructions and Next Steps

### Submission Assurances

**Directions:** Place an "X" in the box next to each item prior to submission.

1.  The SCEP has been developed in consultation with parents, school staff, and others in accordance with [the NYSED Requirements for Meaningful Stakeholder Participation](#) to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the plan before it is approved.
2.  The SCEP will be implemented no later than the beginning of the first day of regular student attendance.
3.  Professional development will be provided to teachers and school leaders that will fully support the strategic efforts described within this plan.

### Submission Instructions

**CSI Schools:** When your plan is ready for review, please share the plan with your NYSED liaison. Plans should be shared before July 31, 2023.

**TSI Schools:** When your plan is ready for review, please share the plan with your District, which will approve your plan. Plans will need to be approved before the first day of the 2023-24 school year.

### Next Steps

1. In addition to having their plan approved by NYSED, CSI Schools will need to make sure that their plan has been approved by the Superintendent and the Board of Education (in New York City, the Chancellor or the Chancellor's designee) before the first day of the 2023-24 school year.
2. The approved CSI and TSI plans will need to be posted on the District's website.
3. Both CSI and TSI schools will need to complete the **Leveraging Resources to Support the SCEP** document and provide the document to their District. This document will be incorporated into the District's DCIP Planning Document, which will inform the 2023-24 DCIP.
4. Schools should plan to begin implementing their plan by the first day of the 2023-24 school year. Schools should continually monitor their implementation and make adjustments to their plans when appropriate.